

1999

## Curricular Report No. 1998-99-7 from the Graduate Council to the Faculty Senate

University of Rhode Island Faculty Senate

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UNIVERSITY OF RHODE ISLAND  
FACULTY SENATE

Serial Number #98-99--22

TO: President Robert L. Carothers

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled Curricular Report No. 1998-99-7 from the Graduate Council to the Faculty Senate,  
is forwarded for your consideration.
2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on May 13, 1999.
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective June 3, 1999 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

May 14, 1999

(date)

  
Leland Jackson

Chairperson of the Faculty Senate

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ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved \_\_\_\_.
- b. Approved subject to final approval by Board of Governors ☒.
- c. Disapproved \_\_\_\_.

5/24/99  
(date)

  
President

UNIVERSITY OF RHODE ISLAND  
The Graduate School  
CURRICULAR REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE:  
REPORT NO. 1998-99-7

At meeting No. 354 held April 16, 1999, the Graduate Council considered and approved the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

**I. Matters of Information**

A. College of Human Science and Services

1. School of Education

a. Temporary Course

EDC 555X Quantitative Thinking and Applications for Educational Data (*I or II or SS, 3*) Basic logic and techniques of quantitative analysis. Designed for doctoral students who are planning to conduct applied research in educational settings, EDC 555X provides foundations of receptive and expressive literacy. *Restricted to Ph.D. students in Education. (Lec. 3) Heifetz*

**II. Matters Requiring Confirmation by Faculty Senate**

A. College of Human Science and Services

\* 1. Abolish the following programs:

M.S. in Home Economics

M.S. in Health and Recreation

2. Department of Human Development and Family Studies

a. Add (New):

HDF 575 Diversity in Higher Education (*I or II, 2*) Survey of the historical and current demographical profile of students in higher education. Emphasis on implications for programs, policies, and leadership. (*Lec. 2*) Schaffran

HDF 576 Cultural Competence in Human Services (*I II, 1*) Exploration of skills needed to enhance a diverse work environment and other human service settings. (*Seminar*) *Pre: Permission of instructor.* Peters, Schaffran

HDF 577 Seminar: Topics in Higher Education (*I II, 1-3*) Recent developments and current issues in higher education. May be repeated for a maximum of 6 credits. (*Seminar*) Staff

b. Change:

HDF 551 Counseling Theory and Techniques - change to read:

HDF 551 Counseling Theory and Techniques (*I, 3*) Theoretical foundation and practice of counseling with diverse adult populations.

HDF 553 Counseling Practicum - change title, description and prerequisite to read:

HDF 553 Higher Education Practicum (*I, II, 3*) Supervised practicum in higher education placements. Emphasis on applied assignments in the initial stages of college student personnel program. *Pre: Prior or concurrent enrollment in 567, permission of instructor*

HDF 554 Individual Appraisal in Human Services - change number, title, semester offered, description, prerequisite to read:

HDF 574 Environmental Theory and Assessment in Higher Education (*I, 3*) Overview of selected person-environmental interaction theories and assessment frameworks applicable in higher education settings. Emphasis on campus ecology, cultural, perceptual, human aggregate, physical/architectural, and behavior setting approaches. *Pre: 568 and 570*

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\* Requires approval by the Board of Governors for Higher Education.

HDF 560 Group Procedures in Counseling - change title, semester offered, description and eliminate prerequisite to read:

HDF 560 Group Procedures and Leadership (I, 3) Approaches and processes for conducting a range of group interventions from small group meetings to psychoeducational techniques. A practical and theoretical approach to facilitation skills, team leadership and group dynamics in higher education and other adult settings.

HDF 562 Organization Development in Human Services - change description, eliminate prerequisite to read:

HDF 562 Organization Development in Human Services (II, 3) Conceptual and technical components of organization development (OD) and consultation to various types of organizations, with emphasis on human service arenas. Approaches to the different phases of intervention in planned change efforts using theoretical frameworks, case, and client applications.

HDF 567 Principles and Practices of Student Personnel Services - change title, description and prerequisite to read:

HDF 567 Principles and Practices of College Student Personnel (I, 3) Survey of the historical, philosophical, sociological, and cultural influences on college student personnel work as a profession and exploration of selected functional areas within student affairs. *Pre: Graduate standing in CSP and permission of instructor.*

HDF 568 Organization and Administration of Student Personnel Services - change title and description to read:

HDF 568 College Student Development and Learning (II, 3) Examination of human development and learning of students in higher education. Emphasis on psychosocial, intellectual and moral development in a sociohistorical context. *Pre: 567*

HDF 580, 581 Professional Seminar - change credits to read:

HDF 580, 581 Professional Seminar (I and II, 1-3 each)

HDF 590 Higher Education Law - change course number and credits to read:

HDF 573 Higher Education Law (I or II, 1-3)

Change program requirements for the specialization in College Student Personnel to read:

42 credit program consisting of: 26 credits in core HDF courses (HDF 551, 560, 562, 567, 568, 570, 573, 574, 575 (2), 576 (1), 577 (1), six elective credits, comprehensive exams, plus one of the following:

- a) nonthesis option with internship (HDF 580 (2 credits), 581 (2 credits), 583 (3 credits), 584 (3 credits);
- b) nonthesis option with action research (HDF 595 six credits), HDF 553, HDF 580 (1);
- c) thesis option (HDF 599, six credits), HDF 553, HDF 580 (1)

## 2. Department of Physical Education and Exercise Science

### a. Changes:

PEX 578 Sport in American Culture - change description to read:

PEX 578 Sport in American Culture (I or II, 3) Survey course focusing on the social impact of sport on society. Emphasis on critical analyses of sport phenomenon, sport and cultural ideology, and political and economic impact on society. (Lec. 3) *Pre: Graduate standing or permission of instructor.* Cohen

EXS 531 Advanced Experimental Techniques in Exercise Science - change description and instructor to read:

EXS 531 Advanced Experimental Techniques in Exercise Science (II, 3) Instruction in using the computer for research purposes with an emphasis on data analysis (i.e. statistical techniques). (Lec. 3) *Pre: 530 or permission of instructor.* Moritz

EXS 559 Principles of Exercise Testing and Interpretation - change description and instructor to read:

EXS 559 Principles of Exercise Testing and Interpretation (I or II, 3) Theory and practical application of the graded exercise test including oxygen consumption measurements. Special emphasis on writing a safe exercise prescription based on the interpretation of the exercise test data. (Lec. 3) *Pre: BIO 343 or permission of instructor.* Lamont

EXS 563 Fitness Programs for the Middle Aged and Elderly - change semester offered, description and instructor to read:

EXS 563 Fitness Programs for the Middle Aged and Elderly (*II, 3*) Presentation of exercise epidemiology and the effects of exercise on health. Scientific principles of exercise prescription with emphasis on adults with common health problems such as obesity, diabetes and osteoporosis. (*Lec. 3*) *Pre: Graduate standing or permission of instructor.* Riebe

EXS 565 Cardiovascular Rehabilitation - change description and instructor to read:

EXS 565 Cardiovascular Rehabilitation (*I or II, 3*) Focus on cardiac rehabilitation, underlying pathology and pathophysiology, diagnostic and prognostic testing, and principles of rehabilitation. Special emphasis on electrocardiographic analysis and exercise intervention. (*Lec. 3*) *Pre: BIO 343 or permission of instructor* Lamont

EXS 581 (PSY 581) Psychological Aspects of a Healthy Lifestyle - change description and instructor to read:

EXS 581 (PSY 581) Psychological Aspects of a Healthy Lifestyle (*I or II, 3*) Psychological processes and behaviors related to exercise participation and the adoption of a healthy lifestyle. Analysis of models and theories in exercise psychology, associated research, and the implications for practitioners. (*Lec. 3*) *Pre: Graduate standing, PSY 113 and 232, or permission of instructor.* Moritz

PEX 530 (EXS 530) Research Methods and Design in Physical Education and Exercise Science - change description and instructor to read:

PEX 530 (EXS 530) Research Methods and Design in Physical Education and Exercise Science (*I or II, 3*) An introduction to the basic aspects of research, including problem selection, literature review, instrumentation, methodology and the writing of research reports and articles. (*Lec. 3*) *Pre: Competence in basic statistics and permission of instructor.* Moritz

PEX 582 (EXS 582) Sport Psychology - change title, description and instructor to read:

PEX 582 (EXS 582) Applied Sport Psychology (*I or II, 3*) Focus on performance enhancement techniques (i.e. imagery, goal-setting, etc.) designed to improve individual and team performance. (*Lec. 3*) *Pre: Graduate standing, PSY 113 and 232 or permission of instructor.* Moritz

### 3. School of Education

#### a. Change:

EDC 569 Middle School Curriculum - change title, semester offered, description, prerequisite and instructor to read:

EDC 569 Research Issues in Middle Level Reform: Implications for Best Practices (*I, II, 3*)

Examination of research, data and practices for middle level curriculum, instruction and assessment practices. Emphasizes student teacher relationship, classroom management, standards-based instruction and accountability for school improvement and integrated instruction. (*Lec. 3*) *Pre: EDC 400 or permission of instructor* Favazza